DOCUMENT RESUME

ED 481 847 JC 030 562

TITLE	CCSF Survey on Using Technology: Administrators, Department Chairs, Classified Staff, and Student Services.
INSTITUTION	City Coll. of San Francisco, CA. Office of Institutional Research, Planning and Grants.
PUB DATE	2003-02-25
NOTE	9p.
AVAILABLE FROM	For full text: http://www.ccsf.edu/Offices/Research_Planning/pdf/rep02253.pdf.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Administrators; *Community Colleges; *Faculty; Faculty Evaluation; *Surveys; Teacher Surveys; Technological Advancement; Technology Uses in Education; Two Year Colleges
IDENTIFIERS	*City College of San Francisco CA

ABSTRACT

This document discusses the findings of a survey completed by all employees of City College of San Francisco in 2003. The employees surveyed include administrators, department chairs, classified staff, and student service faculty. The survey discovered that these employees differ from instructional faculty in the following ways: (1) they do their work on computers at their desks on site; and (2) they need to use computers in their work while faculty can develop alternate strategies for instruction. The survey asked the respondents to rate themselves as one of the following terms for each category: beginner, intermediate, or advanced. Some of the key results of the survey are the following: (1) even those respondents that rated themselves as beginners were familiar with email, word processing, and searching the net; (2) 97% of respondents use email, 90% do word processing, 99% report web skills; (3) 97% use a computer at work at least a few times a week; (4) considering the results of the same survey completed in past years, department chairs and student services have made great progress towards more advanced technological categories; (5) classified employees reported the most problems in hardware funding, software funding, incentives, and training; and (6) student services faculty has made the greatest progress in their assessment of how their computer skills meet their job needs. (MZ)

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CCSF Survey on Using Technology
Administrators, Department Chairs, Classified Staff, and Student Services
February 25, 2003

1. Introduction

In 2001, the Office of Research conducted its Biennial Technology survey of all City College of San Francisco employees to assess use of and progress in acquiring computer skills. This same survey was given in 1997 and in 1999, and a survey of smaller scale had been given in 1994, so there are adequate benchmarks to detect important trends. This report on the data will focus on all College employees except classroom instructors and librarians. For the purposes of this report "employees" refers to classified staff, department chairs, administrators, and student service faculty. These employees generally share two characteristics that distinguish them from instructional faculty: (1) they do their work on computers at their desks on site, an advantage that many instructional faculty have lacked, to date; (2) they need to use computers in their work while faculty can develop alternate strategies to deliver instruction. Student Services faculty are included in this report because in their work they tend to use of computers in similar ways to administrators, chairs, and classified staff.

2. Expertise

Respondents were asked to self-evaluate their expertise as either "**beginner,**" "**intermediate**" or "**advanced**". In the years covered by the surveys, employees have made tremendous progress that must be recognized but also is predictable in that the general population has made a similar leap. Conversely, over the years covered by the schedule the range of computer powers has expanded, so it is possible that responders might still regard themselves as beginners even though their email and word processing skills have expanded considerably. Even most "beginners," use email, do word processing, and have skills in accessing material through the internet. Of the classified staff responders in the most recent survey 97% use **email**, 90% do **word processing**, and 99% report some degree of **web skill**-- 97% use a **computer for work** at least a few times a week.

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Classified staff show a steady improvement in assessment of skills with the combined Non-user and Beginner categories dropping from 24% to 11% over four years.

My level of computer expertise is: Non-Computer User; Beginner; Intermediate; Advanced

	1997	1999	2001
Non-computer user	3.82%	2.16	1.33
Beginner	20.49	14.22	9.33
Intermediate	58.68	59.48	63.56
Advanced	17.01	24.14	25.78

Administrators have shown clear progress in their skills. Over four years those assessing their skills as beginner have almost halved while those regarding themselves as advanced have near doubled.

	1997	1999	2001
Beginner	25.71%	13.79	13.04
Intermediate	60.00	72.41	60.87
Advanced	14.29	13.79	26.09

Department Chairs have shown the greatest overall progress in reducing the number of beginners, but the most recent survey shows little progress since 1999.

	1997	1999	2001
Beginner	21.21	12.90	11.11
Intermediate	69.70	70.97	74.07
Advanced	9.09	16.13	14.81

Student Services faculty showed a significant increase in their assessment of their expertise between 1997-78 and 1999, but the most recent survey shows a leveling off of progress with 18% still at beginner level.

	1997	1999	2001
Non-computer user	1.79	1.92	0.00
Beginner	37.50	19.23	17.74
Intermediate	55.36	71.15	77.42
Advanced	5.36	7.69	4.84

Administrators and Classified staff have continued their climb toward the more advanced categories, but both Department Chairs and Student Services appear to have made their greatest advances in the first two years covered by these surveys.

3. Match of Skills to Job

Employees responded more positively than in prior years to the question of **how well job skills fill job needs**. In 2001 responses showed Complete or General satisfaction at a combined rate of between 76% and 96% in the various non-faculty categories. (Instructional faculty responded with 74%.)

How well does your computer expertise match your job needs or requirements?

ADMINISTRATION	1997	1999	2001
Completely	14.29%	32.14	30.43
Generally	57.14	57.14	65.22
Somewhat	25.71	10.71	4.35
Not at all	2.86	0.00	0.00

DEPARTMENT CHAIR	1997	1999	2001
Completely	12.12%	9.68	8.00
Generally	36.36	58.06	68.00
Somewhat	45.45	32.26	24.00
Not at all	3.03	0.00	0.00
Not Applicable	3.03	0.00	0.00

STUDENT SERVICES FACULTY	1997	1999	2001
Completely	7.02%	11.32	11.48
Generally	52.63	54.72	73.77
Somewhat	33.33	24.53	13.11
Not at all	3.51	1.89	1.64
Not Applicable	3.51	7.55	0.00

CLASSIFIED	1997	1999	2001
Completely	30.42%	30.30	42.04
Generally	45.80	51.52	38.94
Somewhat	15.73	12.55	14.16
Not at all	3.85	3.03	0.88
Not Applicable	4.20	2.60	3.98

4. Institutional Support

All of the non-faculty categories show diminishment of problems over the four years covered by the surveys. This section will emphasize **classified employees**, the largest of the non-faculty groups. **Hardware** and **Software Funding** continue to be the top-ranked problems; however, even these concerns have diminished. The following charts show diminishing problems in **Access to CD-Roms and Multimedia, Network Access and Connection, Equipment Setup and Connection, Technical Assistance.**

What kinds of problems or difficulties do you encounter using computers and other kinds of information technology?

MAJOR PROBLEM	1997	1999	2001
Hardware Funding	68.16%	48.83	46.94
Software Funding	61.75	44.87	43.68
Incentives	41.58	37.88	34.22
Training	43.51	32.68	22.01
Multimedia	47.69	32.70	19.33
Equipment Setup	39.95	25.17	18.66
Technical Assistance	42.81	22.33	17.74
Admin Support	36.39	23.08	15.46
Incompatibility	27.41	17.79	12.67
Department Support	17.40	13.78	12.33
Network Access	42.60	25.92	11.22

Classified Staff seem to be increasingly relying on the **Technology Learning Center** and the **Help Desk.**

	TLC as a Source of Information		
	1997	1999	2001
1-NOT IMPORTANT	*Not asked*	24.43	18.75
2		10.80	11.36
3		21.59	27.27
4		16.48	14.20
5-VERY IMPORTANT		26.70	28.41

Help Desk as a Source of Information			
	1997	**1999**	**2001**
1-NOT IMPORTANT	*Not asked*	36.78%	27.93
2		7.47	10.61
3		20.69	18.99
4		13.22	16.76
5-VERY IMPORTANT		21.84	25.70

The responding classified staff seem to reflect an increasing comfort with using computer technology. The progress in skill/job match, the higher self assessment, and clear diminishment of problems suggest that the CCSF progress toward greater uses of computer technology has gone well with this group. The shift toward the TLC and the help desk for sources of information suggest that these new CCSF offices are fulfilling their function.

5. Department Chairs

Department Chairs have clearly made progress over the four years covered. 96% of chairs report daily use of a computer for work. Between 1999 and 2001 chairs' use of spreadsheets increased from 45% to 63%. Chairs mirror the classified in responses about institutional support and diminishing problems. Although 68% of chairs in the most recent survey feel that their **computer skills** generally match job needs, only 8% feel completely satisfied. In the somewhat satisfied category Department Chairs lead all segments of CCSF staff with 24% reporting somewhat of a match of computer skills to job needs.

Because the institution depends so much on the productivity of department chairs it would be valuable to study what barriers are preventing chairs from reporting a complete match of computer skills to job needs. Further study should look to determine how much of the negative response is due to difficulty with Banner (see section 7).

6. Student Services

As noted above the Student Services faculty have made great progress in their assessment of how their computer skills meet their job needs. In the most recent survey 85% of Student Services faculty felt completely or generally satisfied with the **skills/needs**

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match. Great progress has also been made in the number of student services faculty who have **sent e-mail to students** within the last year.

In the past year have you done any of the following: sent e-mail to CCSF students?

	1997	1999	2001
Email: CCSF students	29.31%	37.74	73.02

Though the doubling of e-mail to students is impressive, the question that nevertheless must be asked is if these responses mean that 27% of student services faculty are not available to students by e-mail. Though not all counselors have case loads, email might be a valuable tool for follow up questions to these counselors. This response should be studied further by the department.

7. Banner

Questions about Banner were asked for the first time in 2001.

In the past year have you ... accessed information from Banner directly?

Administration	Classified Staff	Department Chair	Instructional Faculty	Stud. Service Faculty
69.57%	58.95	85.19	26.67	68.25

The data above offers only a narrow window into the use of Banner at City College of San Francisco. Without knowing what percentages in the various groups would be expected to use Banner in their work, it is difficult to know how we are doing, but it does appear that we are not getting optimum use out of Banner. Both counselors and department chairs would presumably find Banner a valuable tool in daily work, so driving down the number of non-users would be an important goal. In the next survey it might be worthwhile to ask the following:

(1) How much difficulty are you having with Banner?
(2) How well do your Banner skills meet your Banner job needs?
(3) How well does Banner meet your job needs?

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